**5-Step Lesson Plan Template**

There are five steps to each lesson in the language classroom. Those steps are the following:

1. **Setting the stage**

In what way will you activate students’ prior knowledge and experience to help them relate to today's lesson? This should be a brief fun activity that motivates students and accesses earlier learning. Communicating the learning objective to students is also an important part of this step.

1. **Target language input**

Using the target language, the teacher models the new material. Target language instruction can be accomplished from day one through the use of TPR, realia, pictures/media, cognates, etc.

1. **Guided practice**

The students practice a new function using teacher-prepared materials. These activities should increase in difficulty and should be directly related to the learning objective of the lesson.

1. **Independent practice**

The students generate communicative language in realistic situations -this is only after students have demonstrated proficiency through guided practice.

1. **Evaluation and closure**

The students show evidence of what they have learned. In a language class, if the goal is communication, assessment should often be performance-based and directly related to learning objectives. Consider the use of multi-modal assessments and student self-assessments as well.

**5-Step Communicative Lesson Plan**

(adapted from <http://lmp.ucla.edu>)

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| Date: | July 23, 2013 | | Level: Spanish 1 | | | | |  | |
| Text: | Realidades | pp.50-51 | |  | Unit Title: **¿Y tú cómo eres?** | | | |  |
| **A. Learning Objective: I can describe myself and classmates with adjectives** | | | | | |  | | | |
| Materials Needed**: Pictures of current students from each class acting out the TPR+ adjectives pictures from unit day 1** | | | | | |  | | | |
| **B. Steps/Plan** | | | | | | | | | |
| **Teacher will:** | | | | | | | **Students will:** | | |
| **Setting the Stage:** (Anticipatory set, how will you motivate, connect to prior knowledge, etc.?)  **Day 1: use pictures of students acting out w/ key adjectives w/ TPR**  **Day 2: review/ pictures ¿Quién es \_\_\_\_\_\_ o/a? refer to pictures**  **Day 3: review/ pictures: \_\_\_\_\_ es \_\_\_\_\_ pero no es \_\_\_\_\_\_\_\_\_.** | | | | | | | **Minutes:**  **Day 1: listening and acting out and choral repetition**  **Day 2: answer yes, no questions; either or;**  **Day 3: fill in with correct adjectives (afirmative/ negative) 3rd person** | | |
| **Comprehensible Input:** (use input strategies to model new material in the target language)  Day 1: Teacher modeled adj. TPR (1-b)  Day 2: T-S's TPR & Student A- Student B  Day 3: A/B partner TPR peer-assessment  **1. paciente...**  **2. impaciente**  **3. ordenado, a...**  **4. desordenado,a**  **5. estudioso,a...**  **6 perezoso,a**  **7. reservado,a...**  **8. atrevido, a**  **9. sociable...**  **10. callado,a**  **11 . inteligente...**  **12. bueno, a** | | | | | | |  | | |
| **Guided Practice:** (students practice new function with teacher-prepared materials)  Step1:Mingle: T-S's Teacher models how to ask students questions to class and how to fill out the mingle using only Spanish.  S-S student volunteers model how to ask questions in Spanish and fill out mingle  (students give TPR clues if needed) | | | | | | | **Minutes:** | | |
| **Independent Practice:** (students generate communicative language in realistic situations)  Students begin mingle and fill out form. Teacher mingles with student and students introduce their partners to teacher and other students.  Extension: students speak and write about their class mates and tell what they are like and not like using adjectives. | | | | | | | **Minutes:** | | |
| **Evaluation/Assessment/Closure:** (students show evidence of what they have learned; was your objective met?)  Informal Teacher assessment throughout the lesson, checking for understanding by using TPR and yes/no; either or and fill in,  Teacher monitors pair practice and peer assessments while working with students individually when needed.  Students assess their own learning based on peer assessment and individual skills and fill out daily I can statements to gage learning and draw a correlation from active student participation and learning. | | | | | | | **Minutes:** | | |

**Check all boxes that apply:**

**CA Content Standards**

C***ontent*** **Communication** Cultures Structures Settings

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***Stage I*** Stage II Stage III Stage IV

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**National Content Standards**

Communication Cultures Connections Comparisons Communities

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**Common Core State Standards**

Reading Writing Speaking & Listening Language

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**21st Century Skills**

**Interdisciplinary Themes**

Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy

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Health Literacy Environmental Literacy Global Awareness

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**Modes of Communication**

Interpersonal Interpretive Presentational

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**Skills**

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| *Learning and Innovation Skills* | *Information, Media and Technology Skills* | *Life and Career Skills* |
| Creativity and innovation  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] | Information literacy | Flexibility and adaptability  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] |
| Critical thinking and problem  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.]  solving | Media literacy  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] | Initiative and self-direction |
| Communication and  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.]  collaboration | Information, communications and  technology (ICT) literacy | Social and cross-cultural skills  [Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Text Box Tools tab to change the formatting of the pull quote text box.] |
|  |  | Productivity and accountability |
|  |  | Leadership and responsibility |